

State Indicators

S-6 Eighth Grade Mathematics Proficiency

Description

This indicator represents the proportion of a state's eighth grade public school students that met or exceeded the proficiency standard in mathematics. The National Assessment Governing Board sets performance standards that provide a context for interpreting National Assessment of Educational Progress (NAEP) results. The standards define "basic," as well as "proficient" and "advanced" accomplishment. For the eighth grade, the basic level (scores 262–298) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (299–332) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (333–500) signifies superior performance.

The National Center for Education Statistics has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. However, both the Commissioner of Education Statistics and the National Assessment Governing Board state these performance standards are useful for understanding trends in student achievement.

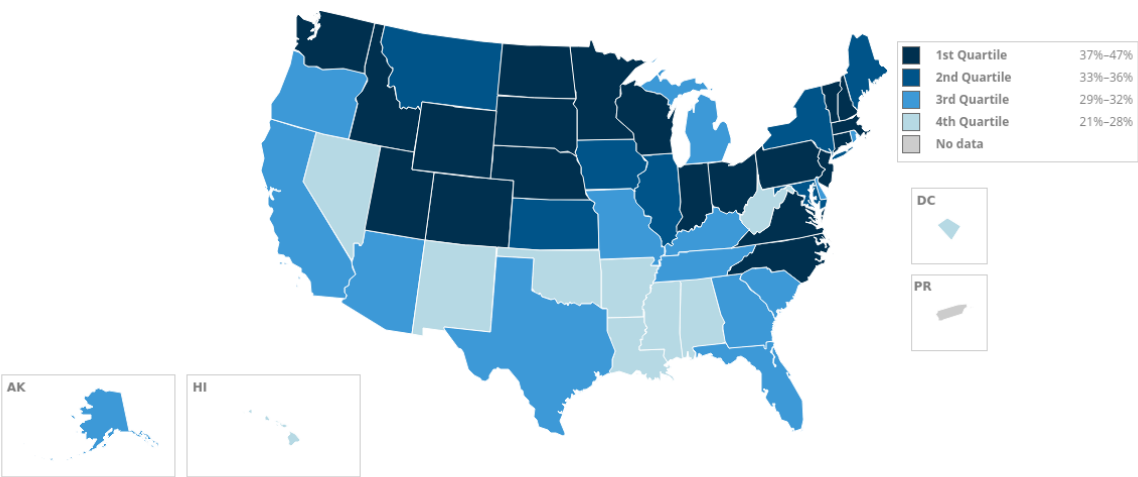
Not all students participate in NAEP assessments; a sample of schools and students is selected to represent each participating state. Hundreds of thousands of students from several thousand schools across the nation typically participate in the NAEP mathematics assessment. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in individual states and other jurisdictions. Students with disabilities or limited English language proficiency are allowed to use certain accommodations (e.g., extra testing time or individual rather than group administration). All data presented here represent scores from tests taken with accommodations offered.

Data source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

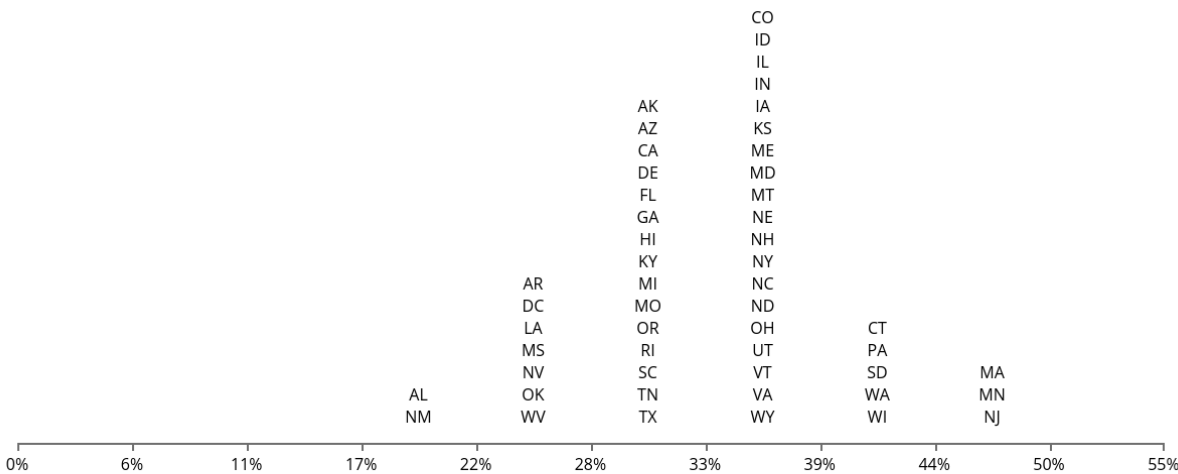
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2019



Distribution of states across indicator values, 2019



Histograms do not display states with extreme values. Please consult the data tables for exact indicator values for each state. State positions on the histogram are based on unrounded values of the indicator and may not always match the rounded values displayed in the table.

State Indicators

Eighth Grade Mathematics Proficiency

(Percent)

State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
United States	25	27	28	31	33	34	34	32	33	33
Alabama	16	16	15	18	20	20	20	17	21	21
Alaska	NA	30	29	32	33	35	33	32	29	29
Arizona	20	21	26	26	29	31	31	35	34	31
Arkansas	13	19	22	24	27	29	28	25	25	27
California	17	22	22	24	23	25	28	27	29	29
Colorado	NA	34	32	37	40	43	42	37	38	37
Connecticut	33	35	35	35	40	38	37	36	36	39
Delaware	NA	26	30	31	32	32	33	30	28	29
District of Columbia	6	6	7	8	11	17	19	19	21	23
Florida	NA	23	26	27	29	28	31	26	29	31
Georgia	19	22	23	25	27	28	29	28	31	31
Hawaii	16	17	18	21	25	30	32	30	27	28
Idaho	26	28	30	34	38	37	36	34	35	37
Illinois	26	29	29	31	33	33	36	32	32	34
Indiana	29	31	30	35	36	34	38	39	38	37
Iowa	NA	33	34	35	34	34	36	37	37	33
Kansas	34	34	34	40	39	41	40	33	35	33
Kentucky	20	24	23	27	27	31	30	28	29	29
Louisiana	11	17	16	19	20	22	21	18	19	23
Maine	30	29	30	34	35	39	40	35	36	34
Maryland	27	30	30	37	40	40	37	35	33	33
Massachusetts	30	38	43	51	52	51	55	51	50	47

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State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
Michigan	28	28	29	29	31	31	30	29	31	31
Minnesota	39	44	43	43	47	48	47	48	46	44
Mississippi	9	12	14	14	15	19	21	22	22	24
Missouri	21	28	26	30	35	32	33	31	30	32
Montana	36	35	36	38	44	46	40	39	37	36
Nebraska	30	32	35	35	35	33	36	38	41	37
Nevada	18	20	21	23	25	29	28	26	27	26
New Hampshire	NA	35	35	38	43	44	47	46	45	38
New Jersey	NA	33	36	40	44	47	49	46	44	44
New Mexico	12	15	14	17	20	24	23	21	20	21
New York	24	32	31	30	34	30	32	31	34	34
North Carolina	27	32	32	34	36	37	36	33	35	37
North Dakota	30	36	35	41	43	43	41	39	40	37
Ohio	30	30	33	35	36	39	40	35	40	38
Oklahoma	18	20	21	21	24	27	25	23	24	26
Oregon	31	32	34	35	37	33	34	34	34	31
Pennsylvania	NA	30	31	38	40	39	42	36	38	39
Rhode Island	22	24	24	28	28	34	36	32	30	29
South Carolina	17	26	30	32	30	32	31	26	26	29
South Dakota	NA	35	36	39	42	42	38	34	38	39
Tennessee	16	21	21	23	25	24	28	29	30	31
Texas	24	25	31	35	36	40	38	32	33	30
Utah	25	31	30	32	35	35	36	38	39	37
Vermont	31	35	38	41	43	46	47	42	39	38
Virginia	25	31	33	37	36	40	38	38	40	38
Washington	NA	32	36	36	39	40	42	39	41	40

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State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
West Virginia	17	20	18	19	19	21	24	21	24	24
Wisconsin	NA	35	36	37	39	41	40	41	39	41
Wyoming	23	32	29	36	35	37	38	35	38	37
Puerto Rico	NA	S	S	NA	NA	*	*	*	*	NA

S = data are suppressed because reporting standards were not met

NA = not available

* = rounds to zero

Note(s):

The National Assessment of Educational Progress (NAEP) scores are for public schools only. The national value for the United States is the reported value in the NAEP reports and does not include territories.

Source(s):

National Center for Education Statistics, National Assessment of Educational Progress (various years), data as of October 2019.

Recommended Citation: National Science Board. "Eighth Grade Mathematics Proficiency." Science and Engineering Indicators: State Indicators. Alexandria, VA: National Science Foundation. <https://nces.nsf.gov/indicators/states/indicator/eighth-grade-math-proficiency>. Accessed on [date of user access].

Last updated: April 29, 2020

Science and Engineering Indicators